

2014 IDEA Paraprofessional Tuition Assistance Grant Rubric

PEA SUPPLEMENT

Needs Assessment [30 possible points]

CRITERIA	LITTLE OR NO EVIDENCE 0–5 POINTS	LIMITED EVIDENCE 6–11 POINTS	CLEAR & COMPREHENSIVE EVIDENCE 12–15 POINTS
<p>1. Needs assessment: Identify special needs that influence the focus of this grant (e.g., specific school needs for special education teachers, licensed SLPAs, or PTs; expanding special education population; retiring special education staff; difficulty in attracting highly qualified educators). Use statistical data, survey results, research results, etc., to back up the needs assessment.</p> <p>(Narrative) [15 possible points]</p>	<p>PEA provides little or no evidence of the specific special needs that have influenced the focus of the grant.</p> <p>There is little or no description of the specific needs that are based on an evaluation of anticipated losses of exiting professionals or increased need for special education teachers, related service providers, and/or other education staff.</p> <p>There is little or no evidence that the identified needs will be lessened by the candidate with the targeted degree and certification/license.</p> <p>Overall response is limited or non-existent and/or does not provide statistical data, survey results, research results, or other documentation to support the need to “grow your own.”</p>	<p>PEA provides clear but limited evidence of the specific special needs that have influenced the focus of the grant.</p> <p>There is clear but limited description of the specific needs that are based on an evaluation of anticipated losses of exiting professionals or increased need for special education teachers, related service providers, and/or other education staff.</p> <p>There is limited evidence that the identified needs will be lessened by the candidate with the targeted degree and certification/license.</p> <p>Overall response is clear but has limited statistical data, survey results, research results, or other documentation to support the need to “grow your own.”</p>	<p>PEA has identified, in detail, the specific special needs that have influenced the focus of the grant.</p> <p>There is clear and comprehensive evidence of the specific needs that are based on an evaluation of anticipated losses of exiting professionals or increased need for special education teachers, related service providers, and/or other education staff.</p> <p>There is clear and convincing evidence that the identified needs will be lessened by the candidate with the targeted degree and certification/license.</p> <p>Overall responses are clear, detailed, comprehensive, and provide statistical data, survey results, research results, or other documentation to support the need to “grow your own.”</p>
<p>2. Candidate selection: Identify the candidate selected to participate in this program and the degree he or she will be pursuing. Provide a rationale for making this choice. The discussion should include:</p> <ol style="list-style-type: none"> Identification and credentials of those who participated in the selection process Other paraprofessionals that were considered for this opportunity Personal and professional characteristics or criteria that were employed to isolate your top choices Characteristics or other points that made your choice stand out from the others Convincing reasons that your candidate 	<p>There is little or no description of the selection process that includes the following key points:</p> <ul style="list-style-type: none"> Identification and credentials of those on the selection committee. General description of other paraprofessionals considered. List and analysis of personal and professional characteristics or criteria used in the selection process. Characteristics or points that made your choice stand out. Reasons that convince the evaluation team of the candidate’s desire and ability to complete the degree/certificate program and fulfill Tuition Agreement commitments. 	<p>There is limited description of the selection process that includes the following key points:</p> <ul style="list-style-type: none"> Identification and credentials of those on the selection committee. General description of other paraprofessionals considered. List and analysis of personal and professional characteristics or criteria used in the selection process. Characteristics or points that made your choice stand out. Reasons that convince the evaluation team of the candidate’s desire and ability to complete the degree/certificate program and fulfill Tuition Agreement commitments. 	<p>There is a clear and comprehensive description of the selection process that includes detailed key points:</p> <ul style="list-style-type: none"> Identification and credentials of those on the selection committee. General description of other paraprofessionals considered. List and analysis of personal and professional characteristics or criteria used in the selection process. Characteristics or points that made your choice stand out. Reasons that convince the evaluation team of the candidate’s desire and ability to complete the degree/certificate program and fulfill Tuition Agreement commitments.

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<p>will complete the program and commitments specified in the Tuition Agreement</p> <p>The degree pursued by the paraprofessional must tie in with the staff needs described in the Needs Assessment.</p> <p>(Narrative) [15 possible points]</p>			
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PEA Support [20 possible points]

CRITERIA	LITTLE OR NO EVIDENCE 0–7 POINTS	LIMITED EVIDENCE 8–18 POINTS	CLEAR & COMPREHENSIVE EVIDENCE 19–20 POINTS
<p>This section should demonstrate the PEA’s good faith effort to provide appropriate support during the first program year. Detail the service and material contributions that the PEA will offer that will make a direct impact on the paraprofessional’s success and the circumstances that will trigger support.</p> <p>The items that are required contributions for the first year are flagged by a ” ✓”:</p> <ul style="list-style-type: none"> ▪ Substitutes provided at district expense or release time for a paraprofessional to take a course or participate in a course-related activity during scheduled work time. ▪ Estimated cost for administrative staff to coordinate and monitor the grant. ▪ Estimated hourly cost to provide mentoring or tutoring services by qualified staff. ✓ Estimated hourly cost for a paraprofessional to meet with the supervisor/mentor a minimum of once per semester ✓ Estimated hourly cost for administrative staff to monitor and track paraprofessional progress. ✓ Estimated hourly cost for student teaching or direct clinical mentoring (required only if the paraprofessional is participating in one of these activities during the first year. ▪ Estimated cost for facility and equipment 	<p>There is little or no demonstration of a “good faith” effort to provide PEA support for the candidate.</p> <p>PEA support includes 0 or 1 of the required items flagged by a” ✓”.</p> <p>Additional PEA support is not clear and is limited; local support lacks meaningful contributions.</p> <p>PEA support does not follow the PEA Support Example provided in the RFP (it does not use the recommended format).</p> <p>Existing conditions for PEA support are non-existent, ambiguous, or inappropriate.</p>	<p>There is limited demonstration of a “good faith” effort to provide PEA support for the candidate.</p> <p>PEA support includes a minimum of two required items flagged by a” ✓”.</p> <p>Additional PEA support is clearly defined but limited in scope; there are some meaningful contributions.</p> <p>PEA support does follows the PEA Support Example provided in the RFP (it uses the recommended format).</p> <p>Identification of existing conditions for PEA support is clear but limited.</p>	<p>PEA has comprehensive documentation of a “good faith” effort to provide support for the candidate. Resources (in-kind contributions and no cost/low cost item resources) are clear and comprehensive. Good faith effort includes a clear, comprehensive description of the circumstances that will trigger each item identified in PEA Support. There is a clear alignment between each item of support and the circumstances that will trigger the support. The funding source that supports each item of PEA support is accurate and dollar amount aligns with the description.</p> <p>There is comprehensive demonstration of a “good faith” effort to provide PEA support for the candidate.</p> <p>PEA support includes the three required items flagged by a” ✓”.</p> <p>PEA support is clearly defined and comprehensive in scope; contributions are meaningful.</p> <p>PEA support follows the PEA Support Example provided in the RFP (it uses the recommended format).</p> <p>Identification of triggers for PEA support is</p>

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<p>use to complete coursework and homework assignments (e.g., use of school computer equipment, printer, copier, Internet service).</p> <ul style="list-style-type: none"> ▪ Additional funding for textbook costs not paid for by the grant. ▪ Other supplies needed for coursework (e.g., paper, pencils, pens). 			clear and comprehensive.
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CANDIDATE SUPPLEMENT

Service Information [10 possible points]

CRITERIA		NOTES TO EVALUATORS	
1. Candidate identification (check “Instruction” or “Non-instruction”)	<ul style="list-style-type: none"> ▪ An instructional (classroom) aide who is providing services to students in the classroom should be identified as “Instruction” ▪ One who is providing special education related services such as a SLPA or other aid to a related service professional should be identified as “Non-instruction” 	Candidate’s identification as “Instructional” or “Non-instructional” should agree with line item placement of funding in the budget.	
2. Candidate’s job title/position		Candidate’s job title/position should agree with the identification and line item placement of funding in the budget.	
3. Combined total number of school years served as a paraprofessional in all PEAs			
4. Dates of service at current PEA (e.g., August 2011 – present) REMEMBER: You must be employed for a minimum of two school years with the current PEA by June 30, 2013, to be eligible for this grant.		A minimum of two school years’ of service at the current PEA is required.	
5. List current job responsibilities. Include: <ul style="list-style-type: none"> ▪ Full or part-time employment (number of hours/week) ▪ Services provided to special education student ▪ The estimated amount of time in hours/minutes per day spent in each of these activities or with each student (this may require a breakdown of your day or week) 			
6. List in-house or other education-related training that you have had. To the best of your recollection, include: <ul style="list-style-type: none"> ▪ Dates (estimated if this is unknown) ▪ Names of workshops/trainings ▪ Description of the content or focus ▪ If you have not participated in any work-related training, type “N/A” in the text box. 			
CRITERIA		LITTLE OR NO EVIDENCE 0–3 POINTS	LIMITED EVIDENCE 4–7 POINTS
			CLEAR & COMPREHENSIVE EVIDENCE 8–10 POINTS
1. Examples of demonstrated increased student achievement or other successes of students with disabilities resulting from services/assistance that you provided.		There is little or no descriptive evidence of increased student achievement or other student successes.	There are clear but limited examples of increased student achievement or other student successes.
			There are clear and detailed examples of increased student achievement or other student successes.

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(Narrative) [10 possible points]	Examples of increased student achievement or other student successes are not linked to services/assistance provided by the candidate.	There is limited evidence of connections between examples of increased student achievement or other student successes and services/assistance provided by the candidate.	There is strong, comprehensive evidence of connections between examples of increased student achievement or other student successes and services/assistance provided by the candidate.
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Life Plan Essay [40 possible points]

CRITERIA	LITTLE OR NO EVIDENCE 0–24 POINTS	LIMITED EVIDENCE 25–34 POINTS	CLEAR & COMPREHENSIVE EVIDENCE 35–40 POINTS
<p>The Life Plan Essay should discuss your reasons for being considered for tuition assistance. The essay should expound on the following points:</p> <ul style="list-style-type: none"> ▪ Description of your professional goals. ▪ Previous preparations for fulfilling your professional goals from high school to the present. ▪ Life experiences that have held back or delayed fulfillment of your professional goals. ▪ Discussion of the contributions that the degree and the subsequent certification/ license will have in fulfilling that plan. ▪ A self-evaluation describing why you are a good candidate for participation in this grant (evaluate your character, strengths, motivation, etc.). <p>(Narrative) [40 possible points]</p>	<p>There is little or no discussion of professional goals.</p> <p>There is little or no description of the preparations to fulfill life dreams that span high school to the present.</p> <p>Life experiences described show little or no evidence substantiating that they have held back or delayed fulfillment of life dreams.</p> <p>There is little or no discussion of the contributions that the degree and certification/licensure will have in fulfilling stated dreams/goals.</p> <p>Self-evaluation gives little or no evidence that substantiates why the candidate is deserving of grant participation.</p> <p>The essay does not examine some talking points or some discussion points are vague or incomplete.</p> <p>The essay does not provide content or content is not aligned with reasons for the candidate to be considered for tuition assistance.</p>	<p>There is limited discussion of professional goals.</p> <p>There is clear but limited description of the preparations to fulfill life dreams that span high school to the present.</p> <p>Life experiences described show limited evidence substantiating that they have held back or delayed fulfillment of life dreams.</p> <p>There is limited discussion of the contributions that the degree and certification/licensure will have in fulfilling stated dreams/goals.</p> <p>Self-evaluation gives limited evidence that substantiates why the candidate is deserving of grant participation.</p> <p>The essay examines all talking points with limited evidence provided.</p> <p>The essay provides content and is aligned with reasons for the candidate to be considered for tuition assistance.</p>	<p>There is clear and comprehensive discussion of professional goals.</p> <p>There is clear and comprehensive description of the preparations to fulfill life dreams that span high school to the present.</p> <p>Life experiences described demonstrate clear and comprehensive evidence that substantiate they have held back or delayed fulfillment of life dreams.</p> <p>There is detailed discussion of the contributions that the degree and certification/licensure will have in fulfilling stated dreams/goals.</p> <p>Self-evaluation gives comprehensive evidence that substantiates why the candidate is deserving of grant participation.</p> <p>The essay examines all talking points with comprehensive evidence provided.</p> <p>The essay provides extensive content that is aligned with reasons for the candidate to be considered for tuition assistance.</p>

Community College Information Associate's Degree–Education

CRITERIA	NOTES TO EVALUATORS
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1. Name the community college that the candidate will be attending.	
2. Name the associate's degree program (e.g., Associate in Arts in Elementary Education; Associate in Science in Early Childhood Education; Associate in Applied Science SLPA). DO NOT USE THE ACRONYM.	Acronyms should not be used.
3. What is the credit-hour degree requirement? (An associate's degree requires 60–64 credit hours.)	Numbers 3 and 4 should agree with the college's website.
4. Website address that will show the required and general education course requirements for this degree program. For example, the web address for EMCC's AAS–SLPA program is http://www.maricopa.edu/academic/ccta/curric/ctaprogram.php?loc=3776	
5. If the candidate is requesting a waiver to the policy to attend a community college before advancing to a four-year college/university, provide an explanation that identifies reasons for allowing this exception. (Narrative) NOTE: The policy waiver requires a thorough explanation. For example, one reason for requesting a waiver is that the candidate is already attending a four-year college/university and is close to completing 60 credit hours. If this is the case, the narrative must include the following: a. The name of the college/university b. The name of the bachelor's degree currently being pursued c. A list of course numbers, course names, and the number of credit hours completed to date (e.g., CIS 120, Intro to Computer Information Systems, 3 credits) d. Other information the candidate feels is relevant to the waiver request The evaluation team may request a copy of transcripts before making a decision to recommend the grant to the State Board of Education for approval.	<p>If the request to waive the community college attendance requirement is justified and provides all information required in a–d is provided, mark the “Check” column in the Score Sheet.</p> <p>If the request to waive the community college attendance requirement is not justified or does not provide all required information, do not mark the “Check” column. Make comments in the “Comments/Action Required” column to explain your decision not to grant a waiver.</p> <p>NOTE: If Associate's Degree–SLPA was completed, Associate's Degree–Education will not show up in the grant.</p>

Associate's Degree–SLPA

CRITERIA	NOTES TO EVALUATORS
1. Check the one of the following that applies to the candidate: <ul style="list-style-type: none"> EMCC NAU Other (type the college name in the appropriate cell) 	<p>This page in the grant has a series of pre-determined checked responses made by the paraprofessional.</p> <p>NOTE: If Associate's Degree–Education was completed, Associate's Degree–SLPA will not show up in the grant.</p>
2. If you selected NAU, check one of the following: <ul style="list-style-type: none"> I already have an associate's degree or a bachelor's degree; I do not require further general coursework to qualify for SLPA licensure I will be enrolling in a community college to complete the general education requirements for SLPA licensure 	
3. Will you enroll in an education-related or related service provider-bachelor's degree program after completing SLPA license requirements? (Respond “yes” or “no.”)	